

Policy Reference Number	
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A. Rationale

A1. Successful students are actively committed to all aspects of their studies and are prepared to invest sufficient time to turn that commitment into success. Students are encouraged to exercise a considerable degree of responsibility for the organisation of their learning. Our behaviour expectations are designed to ensure that both staff and students can work together in a safe, productive and positive environment.

A2. The wellbeing of our students and staff is a priority. This policy describes the rewards and interventions to support our students in achieving their potential.

A3. By enrolling at this College students agree to make a full commitment to their studies. This means working to the best of their abilities, engaging fully and promptly in all the tasks they are set, and attending all their lessons, coaching sessions, and other obligations on time. Students agree to:

- Work to the best of their ability in all they do within our ASPIRE & VESPA learning culture and to complete all work set so that it can be handed in on time.
- Invest fully in their education by attending all classes, coaching sessions, appointments, and other commitments punctually, and to follow absence procedures as laid out in the Attendance & Punctuality Policy if they cannot do so for legitimate reasons.
- Treat all members of our vibrant and diverse community with respect and be actively engaged in this community based on the power of education, democratic values, universal human rights and equality before the law.
- Be guided by College high expectations, rules and arrangements which are designed to make this a safe, fair, friendly and welcoming place for all of us to study and work.

B. Purpose

The purpose of this policy is to make clear the standards of behaviour expected of our students, how parents/guardians can support us to maintain high standards and actions which will be taken if a student's behaviour falls below our expected standards.

B1. Expectations of Students Around College

- Students are expected to attend all lessons and be on time. It is the responsibility of the student to plan their journey to College to ensure prompt arrival, especially during morning rush hour traffic.
- Students must wear their ID cards at all times to gain access to the College site and all facilities.

- We expect our students to treat others as they would like to be treated. We encourage all our students to contribute to the life of the College, enjoying and celebrating our diverse community.
- Students must not behave in any way, on or off the premises, which brings the College into disrepute. They should respect the authority of all staff and not disrupt the learning of others. Please note that the College works with the police and other local agencies to ensure behaviour in Solihull town centre and on local buses is monitored closely.
- Behaviour which causes offence will not be tolerated, e.g., verbal abuse or vandalism, and sexist, racist, transphobic or homophobic actions.
- Students should not behave in a way that endangers themselves or others e.g. abusive, violent or threatening behaviour.
- Students must abide by College policies including the Equality and Diversity Policy, Health and Safety Policy, and any other policies agreed by College. They must observe health and safety codes as set out in College and subject documents.
- Students are expected to dress appropriately. The College celebrates individuality and creativity, but the final decision on acceptability rests with the Principal.
- Students must observe the College's rules on driving and car parking. In particular, no car may be brought onto the site without a permit (payment required) and students must not engage in reckless or unsafe driving on the site or the approach road. Students park at their own risk.
- Students must not involve themselves in any illegal activities in College buildings and grounds, for example possessing, taking or supplying illegal drugs, stealing or misuse of internet. The College will report illegal behaviour to the police.
- Students must not possess or be under the influence of alcohol or illegal drugs, either on College premises or on any College organised visits.
- All areas of the College campus (both inside buildings and in the grounds) are no smoking or vaping areas, in line with legislation.
- Students must not gamble – with, for example, cards or electronically – either in College or on any College organised visits.
- Students may not bring visitors on site unless they have a prior appointment and are properly booked in via Reception.
- Students must report to a member of staff anyone who is on the premises and is not a member of the College and is not carrying a visitor's badge.

B2. Expectations of Students in Class

- All students are expected to arrive to lessons promptly. There is movement time built into the timetable to ensure prompt arrival to lessons.
- It is essential that students are prepared for each lesson. This includes bringing the correct resources and equipment to each lesson, as well as having completed any necessary homework or independent study.
- Students are expected to take a full part in their lessons, engaging with the work which has been set and working with their peers.
- Mobile phones must be switched off in lessons, unless instructed otherwise. Students must take full responsibility for the security of their phones and other mobile devices.

C. Praise and Rewards

C1. Ethos

- All staff have a responsibility for developing and sustaining a supportive ethos, fostering positive relationships, promoting respect and encouraging self confidence in our students.
- We seek to foster the climate and conditions which explicitly promote, reinforce, consolidate and reward positive aspects of behaviour.
- We strive to provide an environment which will ensure a positive, successful and proactive ethos which, in turn, will raise standards of excellence for both students and staff.
- The most important aspect of effective praise and consequence, in motivating students to learn and achieve well, is to foster and maintain outstanding relationships with all students.
- Informal verbal praise forms part of day-to-day interactions with students.

C2. Informal Praise

- All staff will praise students verbally or written comments on work to recognise positive behaviours.

C3. Formal Praise

- Formal Praise will be recorded on the student record.
- All Staff will look for opportunities to contact parents/guardians with positive feedback.
 - Examples of positive behaviours include (but not limited to): improvement in effort, progress, attitude or organisation and systems; verbal contributions to lessons; excellent homework or independent study; effort, progress, attitude or organisation and systems above expectations; Key Assessment result; 100% attendance for the half term; initiative demonstrated; independent learning skills demonstrated; resilience demonstrated; acted as an ally; collaboration/teamwork; achievement outside of College; volunteering at a College event such as Open Evening, Welcome to College Day, 100% attendance for the term; commendation for outstanding effort and commitment beyond the norm or achievement in any field, 100% attendance for the year.
- Staff will record positive behaviours on the student record on a timely way. Any member of staff can record a positive behaviour.

C4. Curriculum Area Praise and Rewards

- Subject prizes and curriculum area awards are awarded to students at awards evening.

C5. Whole College Praise and Rewards

- A Commendation recognises patterns of positive behaviour or an incident where a student has significantly exceeded expectations.
- College Colours recognise exceptional attitudes and behaviours and are awarded in three stages:
 1. For attaining multiple commendations
 2. For progress towards the College Colours Scheme
 3. For completing the College Colours Scheme
- Principal's Award may be awarded to students who are performing at national or international level and is to support with associated costs.

- Students are invited to the College Awards' Evening to celebrate achievement and success.
- Trust awards are given annually in recognition of academic attainment and progress.

D. Responsibilities

D1. All staff have a responsibility to:

- Ensure that all relationships are rooted in and build mutual respect.
- Have a regard for the need to safeguard students' wellbeing in accordance with statutory provision.
- Ensure students abide by the student expectations of behaviour around College
- Monitor student's behaviour and intervene as appropriate. This will initially be an informal intervention with the objective of the student responding positively to address the issue raised.
- As appropriate, record any positive or negative behaviour incidents on the student's record in a timely way.

D2. Class teachers have a responsibility to:

- Create a positive learning environment.
- Ensure students understand and abide by the expected behaviours of students in class and support them to achieve high standards of behaviour.
- Intervene if a student behaves inappropriately during the lesson. This will initially be an informal intervention to de-escalate incidents with the objective of the student responding positively to address the issue raised.
- Seek advice from their line manager with managing behaviour when needed.
- As appropriate, record any positive or negative behaviour incidents on the student's record in a timely way.
- Contact parent/guardians to discuss any emerging behaviour concerns or to advise of positive behaviour incidents and record contact.
- Conduct and review Formal Interventions (see section E2) to agree targets with the student to support improvements in their behaviour for learning.
- Record the Formal Interventions and communicate with parents/guardians.
- Review progress of students and refer to Line Manager if insufficient progress is made on the Formal Intervention targets.
- Provide information requested by colleagues within the specified deadline to support Formal Intervention or Behaviour Contract reviews.

D3. Academic Coaches have a responsibility (in addition to the responsibilities of a class teacher) to:

- Support the student to achieve high standards of behaviour in College and across their programme of study.
- Work with class teachers and other colleagues to monitor and support student behaviour.
- Lead Formal Interventions where concerns are across a student's whole programme of study.

D4. Curriculum Leader/Assistant Curriculum Leaders have a responsibility to:

- Support subject teachers to ensure students achieve high standards of behaviour.
- Ensure that the behaviour policy is understood and correctly applied by their team(s) with rewards and sanctions applied consistently across the team(s).
- Monitor standards of behaviour and attitude for learning in lessons.

- Monitor recorded positive and negative behaviour incidents within their area, taking action to address common issues where appropriate.
- Meet with students referred on from class teachers and record any behaviour interventions on the student's record in a timely way.
- Monitor effectiveness of interventions using behaviour records.
- Liaise with parent/guardians to discuss any behaviour concerns and record contact.
- Meet with students and parents/guardians where appropriate and record any behaviour interventions on the student's record in a timely way.

D5. Progress Managers have a responsibility to:

- Support Academic Coaches to ensure students achieve high standards of behaviour.
- Ensure that the behaviour policy is understood and correctly applied by their team(s) with rewards and sanctions applied consistently across the team(s).
- Monitor standards of behaviour and attitude for learning in Coaching lessons.
- Monitor positive and negative behaviour incidents within their team, taking action to address common issues where appropriate.
- Meet with students referred on from Academic Coaches and record any behaviour interventions on the student's record in a timely way.
- Liaise with parent/guardians to discuss any behaviour concerns and record contact.
- Meet with students and parents/guardians where appropriate and record any behaviour interventions on the student's record in a timely way.
- Monitor effectiveness of interventions using behaviour records.
- Attend disciplinary panel meetings to present the case leading to the escalation to panel.

D6. Senior Leadership Team have a responsibility to:

- Provide effective and efficient support to their teams.
- Support colleagues managing challenging or more complex behaviours.
- Act as Emergency Duty Manager.
- Be a visible presence around College.
- Ensure that rewards and sanctions are applied consistently across the College.
- Use behaviour records to target and assess interventions, as well as identifying any emerging training needs.
- Where appropriate, under the direction of Principalship, suspend students and conduct investigations into instances of gross misconduct.
- Sit on disciplinary panel hearings and make decisions up to and including permanent exclusion from College.

D7. Parents/guardians have a responsibility to support their son/daughter to:

- Ensure that their contact details are kept up to date with a minimum of two contacts.
- Arrive on time for lessons each day.
- Book medical appointments outside of lesson time.
- Access adequate facilities for quiet study at home.
- Discuss concerns about the amount of study (whether too little or too much) occurring at home.
- Liaise with staff over any concerns they may have in regard to attitude and attainment.
- Inform the College of any factors which may result in changes in behaviour.
- Attain well by attending parents/guardians' evenings and any other meetings to discuss behaviour and/or progress in College.

E. Procedures for Managing Behaviour Which Does Not Meet Expectations

The stages in the procedure are sequential but depending on the severity of the incident, the procedure may be started at a later stage.

E1. Stage 1 – Informal Intervention

- Any member of staff can and should intervene to deal with behaviour incidents which can be easily rectified.
- It is usually a face to face conversation between the member of staff and the student to discuss why the student is not fulfilling their responsibilities and actions they need to take.
- Incident recorded on the student record.
- Students should be given the opportunity to repair attendance and punctuality and/or any poor or inappropriate behaviour.
- Examples of behaviour which it is hoped will respond to informal intervention are (but not limited to): attendance concerns, eating/drinking in class, distracting others, off task, failure to submit homework/independent study/assignment, use of mobile phone in lessons, progress below expectations, organisation below expectations, late to lesson, disruptive behaviour, refusal to follow instructions, misuse of IT, unacceptable behaviour or language towards peers and failing to bring ID card to College to access site.
- Failure by a student to address their behaviour after an informal intervention will be escalated to Stage 2.

E2. Stage 2 – Formal Intervention

- If any member of staff feels that informal intervention has not resolved an issue, they will set up a Formal Intervention. Although this is not a disciplinary action, it is the start of the formal process.
- A Formal Intervention will be triggered by behaviour such as (but not limited to): repeated poor behaviours as listed above, persistent absence/poor punctuality, persistent disruptive behaviour, defiance to staff, all forms of bullying, sexual misconduct, use of racist, homophobic/transphobic language, swearing/verbal abuse towards staff, physical aggression towards peers, bringing the College into disrepute, smoking/vaping on College grounds, health & safety issue.
- The aim of a Formal Intervention is to address the behaviour quickly so there is no further impact on learning.
- The member of staff will meet with the student to discuss how their behaviour or commitment is failing to meet the standards expected and set targets with the student to get back on track.
- It is the responsibility of the member of staff leading the Formal Intervention to ensure that the student has a copy of and understands the expectations of the targets.
- Targets must be SMART and usually reviewed after 2 weeks.
- The Formal Intervention will be recorded as a meeting on the student's record in a timely way.
- The member of staff managing the Formal Intervention must inform parents/guardians of the reasons for the FI and targets set. Ideally this will be by phone.
- It is the responsibility of the member of staff to ensure that the students knows when and where the review will take place.
- There should not normally be more than two reviews. If the student has improved their behaviour by that stage, the matter can be closed. If not, the member of staff may extend the monitoring period or decide that matters have become so serious that formal disciplinary action must be taken.

- The member of staff managing the Formal Intervention must inform parents/guardians of the outcome of the review meetings. Ideally this will be by phone.
- If the student chooses not to cooperate with the process, they are breaking the commitment to follow College rules and procedures and will be referred to senior staff for a Behaviour Contract.

E3. Stage 3 – Middle Leader Intervention

- If the Formal Intervention process fails to help a student restore the levels of behaviour and commitment expected, they will be referred to a Middle Leader Intervention.
- Parents/guardians will normally attend Middle Leader Intervention meetings which set out what the student must do urgently to secure continued membership of the College.
- Middle Leader Interventions are led by Curriculum Leaders, Assistant Curriculum Leaders, Lead IVs, Progress Managers and other Middle Leaders.
- If the student makes some progress by the review date, the Intervention may be extended.
- Failure to address targets at this stage, will result in an escalation to a Senior Manager Behaviour Contract.

E4. Stage 4 – Senior Leader Behaviour Contract

- This will be the last chance for a student to take action. The Behaviour Contract will set out precisely the improvements the College needs to see and establish a time when these will be reviewed.
- A Senior Leader Behaviour Contract can also be triggered for serious one-off incidents such as (but not limited to): threatening or confrontational behaviour, theft, possession of alcohol, damage to College property/equipment.
- Parents/guardians will normally attend Behaviour Contract meetings which set out what the student must do urgently to secure continued membership of the College. This may result in an escalation to a Disciplinary Panel before two reviews (see below).
- If the student makes some progress by the review date, the contract may be extended for a maximum of two reviews.
- Failure to address targets at this stage will result in an escalation to a Disciplinary Panel.

E5. Stage 5 – Disciplinary Panel

- At the end of the Behaviour Contract review period, the member of staff who has been working with the student will refer them to a disciplinary panel if the targets set have not been met.
- A Disciplinary Panel can also be triggered for significant repeated poor behaviour or serious one-off incidents such as (but not limited to): assault, physical aggression towards staff or students, possession of weapon or bladed instrument, possession of drugs, drug or alcohol use on site, arson, bringing the college into disrepute.
- This is the final stage of the College's disciplinary system and should be treated very seriously.
- The Panel will be made up of two senior members of with delegated responsibility from the Principal. The Panel has authority to take any action up to and including permanent exclusion.

- The Disciplinary Panel is a formal hearing of the case. The member of staff who led on the Behaviour Contract will present the issues that have led to the panel hearing. The student will be able to respond formally to these.
- The student is expected to be supported at the Panel hearing by parents/guardians or another close family member. No other parties are permitted.
- In cases where the parents/guardians are not fluent in English, another friend or family member may attend to act as a translator. This is the responsibility of the parent/guardian to arrange.
- In the event that the student and parent/carers are not able to attend the scheduled meeting once arranged, a further date and time will be rearranged. If this second meeting is not attended by the student and parents/carers, the panel will continue as planned in their absence.
- Possible outcomes from a Disciplinary Panel could include (but not limited to): permanent exclusion, payment of their own examination and assessment fees; undertaking some form of community service; or agreeing to certain conditions or limitations to life as a student. Failure to meet any conditions set would lead to exclusion without the requirement for a further Panel.
- The College works with West Midlands Police and their Violence Reduction Unit (VRU). Any criminal activity or behaviour will be reported to the Police and in these cases an officer from the VRU is likely to be invited to participate in the Panel hearing. In addition to the action taken by the college, other support may be available, for example Solihull Integrated Addiction Services (SIAS), to reduce the likelihood of future offending.

E6. Appeal

- If a student feels that the Disciplinary Panel has acted unfairly or not followed College procedure properly, they are entitled to appeal by writing to the Chair of the Local Governing Body in writing, setting out clearly their grounds for appeal.
- Details of how to do this are sent out with the formal letter informing the student of the outcome of the Panel.
- An appeal may involve a senior leader from elsewhere in the Summit Learning Trust and the Principal if not involved in the Disciplinary Panel.

E7. Suspension and Serious Misconduct

- The College has the right to suspend a student from attending the College if there is any danger that continued attendance might compromise a process or pose a risk of harm to a person or property. It is usual for all parties involved in serious allegations to be suspended during an investigation, and this is not a disciplinary action.
- Failure to follow the requirements of suspension is, however, a disciplinary offence. In a case of suspension, parents/guardians will be notified.
- In cases where the student is involved with a Police Investigation, the 'Students Involved with the Criminal Justice System Policy' will be followed.
- Any senior member of staff acting on behalf of the Principal has the authority to suspend a student. If this happens, the Principal and parents/guardians will be informed immediately.
- Every effort will be taken to help the student to continue with their studies whilst they are suspended.
- In some cases, a member of staff may instruct a student to leave the College immediately and return at a pre-arranged time for an interview. This is usually to create a 'cooling off' period and to allow the member of staff to find out more about what has happened. This is not a formal suspension, but failure to follow the

member of staff's instructions is likely to lead to formal suspension, so it is sensible for the student to comply.

E8. Failure to attend Behaviour Contract or Disciplinary Panel Meetings

- Every effort will be taken to set a meeting at a time which enables parents/guardians to attend. If there are unexpected reasons why they cannot attend at short notice, it is vital that the College is informed so that an alternative date and time can be set.
- In the event that the student and parent/carers are not able to attend the scheduled meeting once arranged, a further date and time will be rearranged. If this second meeting is not attended by the student and parents/carers, the meeting will continue as planned in their absence.

E9. Reasonable Force

- All staff must have recourse at all times to the College's Behaviour Policy and must follow this without exception.
- Members of staff may (this is a power, not a duty) use such force as is reasonable in the circumstances for the purposes of preventing a student from doing any of the following:
 - a) Committing any offence;
 - b) Causing personal injury to, or damage to the property of any person (including the student themselves) or
 - c) Prejudicing the maintenance of good order and discipline at the College or among any students receiving education at the College, whether during a teaching session or otherwise
- However, this power can only be exercised where the member of staff and the student are:
 - i. on the College premises, or
 - ii. they are elsewhere and the member of staff has lawful control or charge of the student.
- 'Lawful control or charge of a student' includes all College visits and trips and occasions where a member of staff is 'in loco parentis'. This does not include student travel from the College to home or vice versa.
- The College acknowledges its legal duty to make reasonable adjustments for disabled students and students with special educational needs (SEN).

F. Powers of Search and Confiscation

- Powers to search will be conducted in line with Searching, Screening and Confiscation advice issued by the Department of Education.
- The general power to sanction enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances.
- The College also holds the power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the College rules which has been identified in the rules as an item which may be searched for.

Weapons, drugs, knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if, when and to whom to return a confiscated item.

G. ALS Students

The College will take account of any special educational needs and or disability to ensure provision meets needs and reflects the student's individual circumstances. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled students by excluding them from College for behaviour related to their disability. The Senior Leadership Team will ensure that the policy is applied fairly and will regularly review data to identify trends relating to any individual student or groups of students.

H. Feedback and Monitoring

If a student or parents/guardians have comments or suggestions concerning the principles or operation of this process, the Principal or the CEO of the Trust should be contacted. The College continually reviews the operation of the disciplinary procedure aiming to ensure that it is both fair and effective in helping the whole student body to maximise success. Governors monitor the process on a termly basis which includes analysis of data covering such areas as the ethnicity and gender of students involved.

M. Associated Policies/Documents

- Anti-Bullying Guidelines
- Attendance & Punctuality Policy
- Equality & Diversity Policy
- Health & Safety Policy
- Health, Wellbeing and Fitness to Study Policy
- SEND Policy
- Student Enrolment Contract
- Student Enrolment Policy
- Students Involved with the Criminal Justice System Policy
- Visitor Policy
- Young Carers Policy
- Searching, screening and confiscation: Advice for headteachers, College staff and governing bodies, Department for education